



The Effect of Professional Development Programs on Improving Teaching Performance Among Arabic Teachers in Nigeria

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Abstract:

This research aims to explain the impact of training or professional development for teachers during their service, and the extent to which this is permitted in developing human resources in the workplace. The teaching profession, like other professions, needs to develop and improve the skills of its members to increase the effectiveness of their performance and carry out their roles optimally. Vocational training is part of achieving the goals of the educational process. For example, teachers need to update their knowledge and skills to develop students' abilities. Therefore, the development of professional qualitative programs serves to provide modern knowledge and advanced skills, as well as ensuring their application and integration into classroom activities. In this context, individual differences between teachers are taken into account in several aspects according to their level of experience and professional qualifications. It also pays special attention to the psychological needs of some school members, represented in the desire to support their peers and give them feedback, and the need for some teachers to participate effectively in developing their school. Due to the nature of research, researchers use a descriptive approach to obtain scientific information and material related to the subject. The research results concluded that professional development programs and their types had a positive impact on teacher development performance during their service.

Keywords: Career, Development, Growth, Skills, Teacher

1. INTRODUCTION

Teacher capacity building in Nigeria is organized in the form of cluster training by the Federal and State Ministries of Education, the Universal Basic Education Commission (UBEC), the State Universal Basic Education Council (SUBEB), the Teaching Services Commission, and professional bodies in the education sector. The training also involves experts selected from consulting higher education institutions who provide professional expertise for the training programs in each of the 36 states and Abuja, the Federal Capital Region. Participants interact professionally by exchanging ideas on theories, principles and practices related to educational planning, pedagogical methods, assessment processes, time management, classroom management, note-taking etc.

Participants are expected to replicate the training by sharing the knowledge, skills, and experience gained with their peers in their schools. (Rusdi, 2018) shows that the United Nations Development Program (UNDP: 2007) defines it as the process by which individuals, organizations, and communities acquire, enhance and maintain the capacity necessary to define and achieve their own development goals over time. The United Nations Development Programme has identified five steps involved in the policy analysis process and capacity building programs as follows:

1. Involve stakeholders in training programs.
2. Assess assets and training needs.
3. Formulate responses to the training program.
4. Carry out responses to training programs.
5. Evaluate the training process to increase productivity.

It became clear to researchers that despite pre-service teacher training, there is a need to constantly update, improve, and update teachers' knowledge, skills, and abilities to keep pace with a rapidly changing society. Researchers also believe that one should not be satisfied with being a trained teacher; To excel in the teaching profession, one must constantly update one's knowledge and skills to face problems and innovations in education. Researchers also believe that teacher capacity building is necessary because many teachers seem to be professionally trained but not professionally qualified. The education system

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may depend on the quality of the teaching staff and where qualified and competent people are provided with appropriate training.

Professional Training is defined as "preparing and qualifying individuals technically, professionally and administratively and providing them with abilities and skills that enhance their productive capacity in industrial, service and administrative units to fill quantitative deficiencies that require the completion of transformation plans or meet the needs of these units for trained human elements" (Damayanti et al., 2021).

In-service training has many definitions, including: Activities that are carried out and implemented in schools or groups of schools or provided by other institutions with the aim of improving teacher performance (Sudin, 2014). It is defined as "the growth that occurs during employment, as it is a continuation of the professional development that begins before the ministry during the preparatory period (Sudin, 2014). In-service training is also defined as "all activities carried out by schools and professional cadres during work that are prepared and designed to contribute to the development of the job (Sudin, 2014). It is also defined as "part of a professional development program designed to improve professional skills and manuals with the aim of "developing trends necessary for schools" (Disas, 2017). It is also defined as "all circles of study and activities in which teachers participate with the aim of improving professional information, tendencies, and original skills that qualify them for entering the profession (Rahim et al., 2019). In-service training is also defined as "a positive modification process with a specific orientation that addresses the behavior of the individual from a professional or functional perspective with the aim of increasing his level of efficiency in performance and increasing his production (Susila Wati & Burdah, 2023). Researchers have found that vocational training It is an organized and planned program that allows teachers to grow in the teaching profession by gaining more cultural experience and everything that will increase the level of the educational process and increase the productive capacity of teachers.

The human element is the most important and valuable resource, especially if it is armed with the appropriate knowledge and qualifications to develop its capabilities, potential and energy, which makes the progress and development of a nation closely related to the amount of human wealth it possesses capable of working and producing, and this shows the importance of one's mastery of the work he does. (Komariyah et al., 2018). If professional development training is necessary and important and is a real

reality in all jobs and professions, it is an even more urgent need for the teaching profession, because the teacher, when he faces the requirements of other economic, cultural and social changes, has become in dire need to continue his preparation through continuous professional development training. So that the gap between his generation and the generation of students does not widen (Sulaiman W. & Ismail, 2023). Renewal and qualification are needed for teachers so that they can face challenges and follow up on developments, and education training in important positions in the process of individual, community and national development. In general, the most important factors and variables that make on-the-job education training an important and urgent requirement can be summarized in the following important points (Kosasih & Nurjanah, 2022) : An explosion of knowledge that has become one of the hallmarks of the times, ease of information flow, development of educational concepts and changes in the role of teachers in the educational process.

Many educators and those interested in teacher training believe that in-service training programs are important for a variety of reasons, perhaps the most important of which are (Zuriyani, 2021).

- Pre-service preparation is rarely ideal, but may be an introduction to preparation.
- Social change makes professional practice relatively ineffective shortly after graduation. This applies to methods, means, equipment, and knowledge itself.
- There are various other factors that drive educational training activities, such as enthusiasm and encouraging incentives that can be generated and maintained through them.
- Coordination and sequence in educational practice requires professional and personal changes in the individuals who carry out the educational process.

For all these reasons, attention should be paid to the qualifications and training of teachers during ministry to enable them to keep pace with the scientific and technological developments witnessed by our contemporary world (Julrissani et al., 2020).

Every job has a specific purpose, and in-service training has many crystallizing objectives in improving the teacher's performance level through acquiring cognitive skills and new knowledge in his scientific field and improving the teacher's ability to think creatively and innovatively, which allows him to adapt to his work on the one hand and face the difficulties he faces on the other. And develop and enhance the natural tendency of healthy teachers to

appreciate the profession, values, work, and social effects associated with it. Also, one of the objectives of in-service training is to keep up with scientific and technological advances at all stages of knowledge, which requires continuous follow-up of new sciences and their relationship with the specialization of Education (Supriandi et al., 2023). These goals should be clear, specific, known, achievable and lead to the desired outcome.

One of the objectives of in-service training is also to increase the productivity of teacher education, which is called in education "education towards the profession." (Musolin, 2019). In-service teacher training aims to train in a hands-on analytical manner similar to training resident doctors in hospitals and full and responsible awareness of the ethics and doctrine of Educational practice (Ayu et al., 2021). It also encourages workers, boosts their morale, and educates them spiritually and religiously, and gives officials a broader scope to evaluate the performance of their subordinates through their acumen on professional growth.

Professional development training has many functions and roles, and the programs and activities provided by the training help teachers and those interested in the educational process to achieve comprehensive development in all personal, professional and cognitive aspects. According to (Risdiyani, 2021) The diverse and diverse functions of training and their roles have been identified in the following elements: Transition from the pre-service preparation stage to the service stage, personal and self-development, continuity of education, continuous professional development and valuation during work.

According to (Ade Hermawan & Abd. Rohman, 2021) Some researchers summarize the types of in-service education training programs in the following points:

- Initial training program for new teachers.
 - Training programs for the purpose of updating, developing, improving work and increasing knowledge.
 - Training and orientation programs for new tasks assigned to them before moving from one job level to another.
 - Qualification programs and obtain higher qualifications.
 - Training programs for the purpose of updating, developing, improving work and increasing knowledge.
 - Training and orientation programs for new tasks assigned to them before moving from one job level to another.
- Here are some examples of different forms of professional development training:
1. Online learning: Online learning provides flexibility and accessibility, allowing teachers to develop professionally at their own pace and convenience. This often includes webinars, virtual courses, or interactive modules. Teachers can choose this type of professional development because of its convenience, ability to meet individual needs and opportunities for independent learning.
 2. Peer mentoring: Peer mentoring involves mentoring and support from experienced teachers to their coworkers. It promotes collaboration, reflection, and sharing of best practices. Teachers can choose peer mentoring to receive personal support, benefit from the expertise of experienced peers, and develop a strong professional network (Rina Andriyeni, 2024). Classroom observation: Classroom observation allows teachers to learn from observing their peers' teaching practices. Classroom observation involves visiting other teachers' classrooms, observing teaching strategies and lesson plans, and reflecting on their effectiveness. It provides hands-on insights and practical examples that teachers can apply in their classrooms.
 3. Seminars: Seminars are professional development sessions that feature formal presentations, lectures, or group discussions led by experts in a specific field. They provide teachers with the opportunity to gain in-depth knowledge, insights, and updates on topics relevant to education. Attending seminars provides teachers with specialized knowledge from experts, the opportunity to network with peers from different schools, and inspiration to explore innovative approaches in their classrooms. Seminars are an effective time-saver, providing a targeted professional development experience without a long time commitment (Magdalena & Sanoto, 2022). Workshops: Workshops are interactive sessions that provide a hands-on learning experience for teachers. They emphasize practical skills, strategies, and techniques that teachers can apply directly in their classrooms. Workshops are often targeted and relevant, addressing specific educational needs or topics that align

with the teacher's interests or areas for improvement.

4. **Advanced Degree Programs:** Earning a master's or doctoral degree in education provides a comprehensive and in-depth knowledge of educational theory, research, and practice. These programs include a rigorous academic curriculum, research projects, and dissertations. By enrolling in a degree program, teachers gain advanced knowledge and experience, becoming experts in their field. In addition, advanced degrees open up opportunities for career advancement and educational leadership roles. Earning a degree program allows teachers to delve deeply into educational topics, specialize in specific areas of interest, and contribute to research and broader academic knowledge.
5. **Individual/collaborative research:** Teachers conduct research either alone or with others. They select specific topics in education and explore them through research, data collection, and analysis. This type of professional development is characterized by the freedom of teachers to choose their own topics and research methods, which allows for personalized learning. Collaborative research promotes teamwork and the exchange of ideas among teachers. Teachers should choose individual or collaborative research because it allows them to deeply understand specific educational issues that directly affect their teaching (Riyadin, 2019). Research allows teachers to contribute new knowledge and improve the quality of teaching and student outcomes. It also encourages continuous learning, innovation, and reflective practices among teachers. Ultimately, it helps teachers grow and benefit the entire educational community.

2. MATERIAL AND METHOD

The research method used is research with a descriptive approach, which is an approach used to describe the characteristics of a phenomenon or research object in detail. This research aims to provide a better understanding of what happens in a situation without manipulating the variables studied. In this context, researchers not only collect data, but also present it in a systematic and factual form, so that the results can be interpreted clearly. Descriptive research is often used in the social, health, and educational fields to describe the conditions or behaviors of a particular population.

Population in descriptive research refers to the entire individual or object that is the focus of the research. It is important for researchers to clearly define the

population so that the results of the study can represent the actual conditions. For example, if researchers want to know the behavior of students at a university, then the population in question is all students at that university. Thus, the selection of the right population greatly affects the validity and reliability of the data obtained.

The sampling method in descriptive research also plays an important role. There are several techniques that can be used, such as random sampling, where each member of the population has an equal chance of being selected as a sample. In data analysis, this descriptive research uses descriptive statistics to present findings. It includes the calculation of the frequency, average, median, and percentage of the data collected. The results of this analysis are then presented in the form of tables, graphs, or narratives that make it easy to understand. Thus, descriptive research not only provides an overview of the phenomenon being studied but also aids in decision-making based on accurate and relevant information.

3. RESULT AND DISCUSSION

This research provides important insights into the capacity building of teachers in Nigeria and its impact on their productivity. The results show that despite in-service training programs, many teachers have not been given the opportunity to optimally improve their capacity. The indicators studied, such as financial support and workload exemption during training, show that the current infrastructure and policies are not sufficiently supportive of teachers' professional development. This creates a gap between the needs of teacher capacity development and the realities faced in the field.

One of the key findings of the study is that despite inadequate capacity building programs, some teachers are still able to maintain high levels of productivity. This indicates the existence of intrinsic factors, such as passion and commitment to professional ethics, which play an important role in driving their performance. However, it also highlights a bigger problem: relying on teachers' personal motivations without systematic support from educational institutions can result in unsustainability in long-term productivity. Therefore, it is important to create a supportive environment for teachers so that they can continue to develop and contribute to the maximum.

Challenges faced by teachers, such as heavy workloads and large class sizes, are also inhibiting factors in the teaching and learning process. The study shows that although teachers strive to provide quality education, sub-optimal working conditions

can reduce their effectiveness. Thus, there needs to be more attention from the government and related parties to create better working conditions for educators. This includes rearranging the number of students per class and providing adequate teaching resources.

From the results of this study, it is recommended that the authorities increase financial support for teacher training programs. This support is not only limited to training costs but also includes incentives for teachers to attend conferences and other professional development activities. Thus, it is expected that there will be an increase in teachers' participation in capacity building programs, which in turn will contribute to increasing their productivity.

Additionally, it is important to design an innovative and non-stressful in-service training program. These programs should be tailored to the real needs of teachers in the field, so that they feel more involved and motivated to participate in the training. Training should not only be theoretical but also practical, allowing teachers to apply new knowledge directly in the context of their classrooms.

Capacity building programs involve increasing the knowledge, skills, and abilities of individuals, organizations, or systems to perform their tasks efficiently. In the field of education, this translates into deliberate strategies to increase the capacity of teachers, allowing them to adapt to transformation, introduce new pedagogical approaches, and continuously improve their professional competence. Therefore, with the continuous development of pedagogy, technology and curriculum design, education has become a dynamic field. To stay up to date, teachers must pursue continuous professional development. Given these findings, the researcher concluded the following points:

1. Technological advancements: Education cannot function without digital technology, and to create a more engaging and productive learning environment, teachers must be able to use technological resources effectively in their lesson plans.
2. Educational innovation: New studies and curricula in education are constantly being developed, capacity building allows teachers to experiment and adopt advanced strategies that meet the requirements and styles of various students.
3. Diversity of student needs: Classrooms are becoming more diverse than ever, and teachers must be well-versed in inclusive practices,

differentiated teaching, and culturally sensitive teaching.

4. Effective teaching: Teachers are better prepared to use educational practices that improve student learning outcomes.
5. Professional growth: Continuous learning fosters growth, allowing teachers to stay motivated, engaged, and enthusiastic about their roles.
6. Job satisfaction: Teachers who feel empowered are more efficient and develop the confidence to meet the demands of contemporary education, leading to better job satisfaction. Therefore, capacity building is essential to prepare teachers to face the challenges of the modern educational environment. Educational institutions must provide programs that are tailored to changing demands and promote a culture of continuous improvement in education.

Further research is needed to explore the relationship between various external and internal factors that affect teacher capacity development as well as their impact on productivity. For example, longitudinal studies can provide a better understanding of how changes in education policies or certain interventions may affect teacher performance over time. This kind of research will be very useful for decision-makers in formulating more effective education policies.

Finally, collaboration between governments, educational institutions, and non-governmental organizations needs to be increased to create an educational ecosystem that supports teacher capacity building. Through this strategic partnership, it is hoped that innovative programs will be created that can answer existing challenges and improve the overall quality of education in Nigeria.

With these steps, it is hoped that the capacity development of teachers will increase significantly, so that it can ultimately have a positive impact on their productivity in the teaching and learning process. This will not only benefit the teachers themselves but also the students and the wider community as beneficiaries of high-quality education.

4. CONCLUSION

This study examines information on teacher capacity level development and its impact on productivity based on indicators of in-service training, financial support, exemption of teaching workload during in-service training, full salary rewards during in-service training, innovative in-service training, and in-service

training that is not too stressful. However, a large number of teachers in Nigeria have not had the opportunity for capacity building. This means that the level of teacher capacity development is below the desired average in Nigeria. One of the contributing factors is the lack of teacher sponsors to attend conferences in their areas of expertise, which has weakened their morale and hindered their productivity in teaching and learning activities. The study found that despite inadequate capacity building programs, some teachers fortunately maintain high levels of productivity in performing their teaching duties, which may be attributed to their passion and commitment to ethics and professional duties. However, teachers still face challenges such as heavy workloads, large class sizes, lack of teaching materials, and inadequate curriculum coverage, which tend to hinder teacher productivity in the teaching and learning process.

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